## Nailsea School Curriculum Map – French

|             |        | Topic Title                       | Key Skills  | Content  |
|-------------|--------|-----------------------------------|---|--|
|             |        |                                   | ·   | Content  |
|             | Term 1 | The Basics                        | Construct simple sentences                                      | Greetings, alphabet, numbers & dates, age & birthday, weather, colours & school objects  |
| _           | Term 2 | It's Personal                     | Regular verbs in the present tense                              | Likes & dislikes, survival kit, describing self & others, as well as a musician  |
| Year 7      | Term 3 | My School                         | Justifying opinions using because                               | School subjects, opinions & reasons, describing your timetable/school day, talking about food  |
| >           | Term 4 | My Hobbies                        | Time expressions of frequency                                   | Saying what you do online/in free time, sports/activities, expressing what you like to do, saying what others do   |
|             | Term 5 | My Area                           | Using the negative  | Describing town/village, giving directions, talking about where you go, asking someone to go somewhere   |
|             | Term 6 | Holidays                          | Using reflexive verbs   | Talk about holidays, getting ready to go out, buying drinks/snacks, talking about holiday plans/dreams   |
|             |        | Topic Title                       | Key Skills  | Content  |
|             | Term 1 | Are you connected?                | Introduction to past tense                                      | Talking about TV programmes, films, reading and the internet; expressing your favourites   |
|             | Term 2 | Paris                             | Introduction to the perfect tense                               | Saying what you did in Paris; when, where and how; understanding info. About a tourist attraction  |
| Year 8      | Term 3 | My Identity                       | Using three tenses  | Talking about personality, relationships, music, clothes and your passion  |
| Ϋ́ε         | Term 4 | Home Life                         | Using the comparative   | Describing where you live, your home, meals, food to buy and talking about an event  |
|             | Term 5 | Talent                            | Using modal verbs   | Talking about talent/ambition, rehearsing for the contest, encouraging and persuading someone  |
|             | Term 6 | World geography/Francophonie      | Use prior knowledge of geography to guess meaning               | The French Revolution, How to plant a garden and French speaking countries alongside world geography   |
|             |        | Topic Title                       | Key Skills  | Content  |
|             | Term 1 | Teenage Life                      | Direct object pronouns  | Talking about Facebook, give your opinion about someone, arranging to go out, describing a date and music event  |
|             | Term 2 | Healthy Living                    | Using the future tense  | Parts of the body, talking about sport and healthy eating, making plans to get fit and describing fitness levels   |
| 6 /         | Term 3 | Jobs                              | Using the conditional tense                                     | Describing jobs, saying what you used to do, discussing your future and your past, learning languages  |
| Year 9      | Term 4 | Special Holidays                  | Asking questions  | Discussing holidays, talking about what you take with you, what happened on holiday, visiting a tourist attraction and adventure holidays                                |
|             | Term 5 | Me in the world                   | Revisit direct objective pronouns                               | Discussing what you are allowed to do, explaining what's important to you, talking about things you buy and saying what makes you happy                                  |
|             | Term 6 | Consolidation of grammar/revision | Ability to apply grammar learnt this year when speaking/writing | Revision of KS3 content as illustrated above and the different grammatical structures, in particular, different tenses   |
|             |        | Topic Title                       | Key Skills  | Content  |
|             | Term 1 | Who am i?                         | Revision of tenses; irregular present tense verbs               | Talking about a good friend, family relationships, arrangements to go out, life when you were younger and role models  |
|             | Term 2 | Free time                         | Using the comparative/superlative                               | Talking about sport, life online, books and reading, tv programmes, actors and films   |
| Year 10     | Term 3 | Festivals                         | Using modal verbs; asking questions                             | Describing daily life, food for special occasions, family celebrations, festivals and traditions   |
| <b>&gt;</b> | Term 4 | Town/countryside                  | Using negatives   | Describing a region, talking about your town/village, discussing what to see/do, discussing plans and weather, describing community projects                             |
|             | Term 5 | Holidays                          | Using pluperfect tense; revision of conditional                 | Talking about an ideal holiday, booking/reviewing a hotel, ordering in a restaurant, talking about travelling, buying souvenirs and talking about holiday disasters      |
|             | Term 6 | Consolidation/Speaking Focus      | Revision of tenses  | Focus on the speaking exam component (mock practice); revision of key grammatical structures at GCSE -tenses, opinions, connectives, comparatives/superlatives, pronouns |
| Year<br>11  |        | Topic Title                       | Key Skills  | Content  |
|             | Term 1 | School                            | Use of pronouns   | Talking about your school, comparing Uk schools to French schools, school rules, healthy living, discussing vices and school exchanges                                   |

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| Year 12 | Term 2 | World of work                        | Understanding the subjunctive                                    | Discussing career choices, talking about plans, hopes and wishes, applying for jobs, understanding case studies   |
|---------|--------|--------------------------------------|--|---|
|         | Term 3 | Our planet                           | Modal verbs in the conditional                                   | Discussing problems facing the world, how to protect our planet, ethical shopping, volunteering and discussing big events   |
|         | Term 4 | Speaking Exam Focus                  | Ability to speak spontaneously/fluently                          | Specific focus on the speaking exam (3 components) and success criteria   |
|         | Term 5 | Revision/Exam Practice               | Ability to complete tasks in exam conditions and predict meaning | Practice exam papers and revision tasks at the end of each module   |
|         | Term 6 | Exams                                | Ability to cope under pressure; stress busting                   | N/A   |
|         |        | Topic Title                          | Key Skills   | Content   |
|         | Term 1 | Family                               | Skim texts for gist  | Trends in marriage, merits/problems of different family structures, relationships between different generations and problems that can arise   |
|         | Term 2 | Cyber Society                        | Express opinions   | How technology has transformed everyday life, dangers of digital technology, different users of technology and future developments  |
|         | Term 3 | Volunteering                         | Summarise from reading/listening                                 | Voluntary sector in France and the benefits of this work for those who are helped and for those who do it, as well as society as a whole  |
|         | Term 4 | Heritage                             | Develop extended answers   | Understand the notion of heritage and heritage preservation, how heritage sites market themselves, the impact heritage has on society and how it is guided by culture                                     |
|         | Term 5 | Contemporary Music                   | Listen for detail  | Popularity of contemporary francophone music, its diversity of genre/style, who listens to it and how often, the threats to contemporary francophone music and how it might be safeguarded                |
|         | Term 6 | Cinema/Introduction to set text/film | Use persuasive language  | Aspects of French cinema, evolution of French cinema from its beginning to present day, the continuing popularity of French cinema and film festivals   |
| Year 13 |        | Topic Title                          | Key Skills   | Content   |
|         | Term 1 | A diverse society/Politics           | Speaking skills based on stimulus card                           | Positive features of a diverse society & how it enriches society, teenagers, the right to vote and political commitment, future of politics   |
|         | Term 2 | Marginalised<br>Groupings/Protests   | Research skills – preparation for IRP (speaking exam)            | Who are the marginalised? What help is provided for these groups and what are peoples' attitudes towards them?; Are protests effective? The power of trade unions   |
|         | Term 3 | Crime/Immigration                    | Translation  | How criminals are treated, prison – success or failure, other possible sanctions; different political parties, political solutions to the problem of immigration, political commitment amongst immigrants |
|         | Term 4 | Set text/film – Paper 2              | Essay writing skills & analysis                                  | In depth study of a set text/film – theme, characters, social and cultural context  |
|         | Term 5 | Revision/Speaking Exam               | Exam skill practice  | Practice exam papers and revision tasks at the end of each module; Speaking exam – 30% of final grade   |
|         | Term 6 | Exams                                | Ability to cope under pressure                                   | N/A   |

NB Our philosophy is one of nurturing a love of language learning through the development of four main skills – Listening, Reading, Speaking and Writing.